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ABSTRACT

This primer is intended for teachers and principals to help integrate global education into the school curriculum. The articles offer suggestions and rationale for inclusion of a global approach to the classroom. The table of contents offers: (1) "Introduction" (Ernest L. Boyer); (2) What is Global Education?" (M. Eugene Gilliom); (3) "Position Statement from Education Organizations"; (4) "East of Gibraltar, West of Japan" (H. Thomas Collins); (5) "A Principal's Perspective" (Linda Clark); (6) "We're All in This Together: Today's Global Realities" (S. Rex Morrow); (7) "Addressing Everyday Concerns of Principals and Teachers" (Howard E. Taylor); (8) "The Role of the Principal in Integrating a Global Perspective" (Gregory E. Hamot); (9) "Using Children's Literature for Teaching Global Understanding" (James M. Shiveley); (10) "Internet Tools and Applications for Teaching for a Global Perspective" (Howard E. Taylor; Rebecca S. Bowers; S. Rex Morrow); and (11) "Selected References for Teaching Global Education" (Howard E. Taylor; Lee Hanson). (EH)

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Getting Started in GLOBAL EDUCATION

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NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

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Getting Started in GLOBAL EDUCATION

A Primer for Principals and Teachers

Howard E. Taylor, editor

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

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INTRODUCTION

I shall never forget the first time man went rocketing into orbit and, above all, I'll never forget the first photograph of our magnificent earth home, a blue and turquoise ball of unspeakable beauty, floating majestically and so peacefully in an endless sea of darkened space.

We live each day distracted by events around us, and yet our children are growing up together on a single planet. What happens in one corner of our globe surely will shape the quality of life for all of us and it is never more urgent for schools to help all students learn about the ways our world is politically, economically, and environmentally bound together.

And these lessons of global education surely must begin early. While celebrating the uniqueness of every individual, who is as distinctive as a snowflake, and while rejoicing in our own national heritage, the harsh truth is that the coming generation will remain dangerously ignorant unless they begin to learn, starting in the primary grades, that all of us share an earth home and that ultimately our very survival is dependent on our capacity to respect the resources we've been given and, above all, to respect the dignity and sacredness of all people who together form a brilliant mosaic of talent, the rich family of nations.

How can we help all our children catch a glimpse of the beautiful ball in space—the earth home that we share together?

Dr. Ernest L. Boyer
September 13, 1928 - December 8, 1996

When we began revising this primer, I called my friend and our colleague, Ernest L. Boyer, and asked him to contribute an introduction. Dr. Boyer was President of the Carnegie Foundation for the Advancement of Teaching—an endlessly busy and productive man, then engaged in launching his Basic Schools concept, and with many demands on his time. Yet he was happy to consent, and, as these few words show, his concern that all our youngsters "glimpse...the earth home that we share" reflects a man whose own mind and spirit constituted "a brilliant mosaic of talent." He did not live to see this publication. Our profession and our nation are poorer for his passing, but richer for the years he spent among us.

Samuel G. Sava, Executive Director
National Association of Elementary School Principals

GLOBAL Foundations

WHAT is Global Education?

M. Eugene Gilliom

It is an undeniable fact of life that we are living in an increasingly pluralistic and interdependent world. Evidence of that reality surrounds us. Virtually all aspects of human activity, be they political, environmental, economic, or cultural, are influenced by our growing and unavoidable ties with nations and peoples around the globe.

Interdependence in the world community is not a new development, of course. What is new is the extent to which this phenomenon has increased in recent years, and the rapid pace at which it continues to grow. To a greater extent than ever before, the day-to-day lives of average citizens, as well as relations among nations, are being influenced by international, cross-cultural linkages. And though the nature of these linkages will change in character over time, one thing is certain. The ways in which peoples and nations are interconnected will only expand in the future.

The rapid pace and intensity of global interdependence holds significant implications for American educators. Whereas traditional approaches to schooling prepared young people for a narrowly defined, nationalistic citizenship, the world in which we live today demands more. What is needed is education designed to broaden students' perspectives, sensitize them to cultures and world views different from their own, and introduce them to the countless global linkages impacting their lives. In short, the challenge facing today's educators is to nurture in young people the cognitive and affective tools needed to participate effectively in a world in which more people and nations than ever before face common challenges and will share a common destiny. Our best avenue for achieving this lofty goal appears to be by way of global education.

Though definitions of global education abound, there are three that have particular significance for elementary and middle school principals and teachers. Robert Muller, former Assistant Secretary General of the United Nations, explains the affective nature of global education as follows:

Global education must transcend material and intellectual achievements and reach also into the moral and spiritual spheres. Man has been able to extend the power of his eyes with telescopes and microscopes, of his ears with telephones, radio waves, and sonars, of his brain with computers and automation. He must now also extend his heart, his sentiments, his soul to the dimension of the entire family and to our total beautiful planet circling in the universe. . . . Global education must prepare our children for the coming of an interdependent, safe, prosperous, friendly, and happy world. The real, the great period of human fulfillment on planet earth is beginning only now.

Merry Merryfield (1997) writes that by participating in a global curriculum, students will learn to:

1. understand and appreciate human values;

2. understand the ramifications of global interdependence through an analysis of global systems (*i.e.*, economic, political, ecological, and technological) and be able to explain the processes and mechanisms of interconnections within systems and transactions within and across cultures;

3. examine the causes, effects, and related facets of global issues and problems including peace and secu-

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rity, development, population, human rights, discrimination, and environmental issues;

4. appreciate and understand global history through an analysis of conflict management over time, the acceleration of interdependence, and the antecedents to current issues;

5. appreciate and understand other cultures and cultivate skills needed to communicate across cultures and work in diverse settings;

6. realize the significance of human choice by examining past and present actions, alternative futures, and choices made by individuals, nations, organizations, and other actors;

7. develop and apply analytic and evaluative skills, including the ability to detect bias, identify underlying assumptions, and collect, analyze, and evaluate data; and

8. use strategies (*e.g.*, change and conflict management and decision-making strategies) necessary for competent participation in today's global society.

A consistent theme in many definitions of global education is the need to develop in students an awareness of one's membership in an interdependent world community; a comprehension of the global, cross-cultural linkages that impact individuals, cultures, and nations; and the ability to look beyond one's own culture and local circumstances when viewing and responding to people and events around the world.

According to Robert Hanvey (1979), possibly the most widely referenced of global education proponents, persons with a global perspective have developed:

1. perspective consciousness—recognition that one's own view of world affairs is not universally shared;

2. state of the planet awareness—cognizance of prevailing world conditions and development, including emergent conditions and trends;

3. cross-cultural awareness—awareness of the diversity of ideas and practices found in human societies around the world;

4. knowledge of global dynamics—conceiving of the world as a global system characterized by interdependence;

5. awareness of human choices—sensitivity to the problems of choice confronting individuals and nations functioning in a global context; and

6. awareness of choices and opportunities for action—an ability and inclination to participate constructively within the global system.

In an attempt to distill from these and other definitions the essence of global curricula and instruction, it suffices to say:

Global education is designed to cultivate a global perspective in young people and to develop in them the knowledge, skills, attitudes, and ethical reasoning needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

In practice, then, persons with a global perspective will recognize that all people are members of a single species, enriched by diversity, and molded by unique cultural experiences and histories. They will appreciate the importance of commonalities, as well as the differences, among peoples and nations. Global-minded persons acknowledge that no society has a corner on truth and wisdom and that no nation's view of the world is universally shared. Additionally, they concur that other cultures possess unique value systems, different

When planning the global education curriculum, consider the following strategies:

- Integrate global educational goals into existing curricula rather than trying to make sweeping curricular change.
- Identify content-specific knowledge, skills, attitudes, and levels of awareness that need to be met by existing curricula.
- Identify points of overlap between existing curricula and global educational goals to facilitate natural, unforced integration.
- Integrate global educational goals across curricula.
- Integrate the use of technology to develop students' abilities in accessing, interpreting, and responding to information at a rapid pace.

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frames of reference, different modes of thought and action, and different world views. It is the recognition and acceptance of these realities—an acceptance of the fact that there are many ways of being human and many ways of conducting human affairs—that is the hallmark of global education.

Global Education in the Elementary and Middle School Curriculum

The case for incorporating global education into elementary and middle school curricula is compelling. Although students are impacted every day by global influences, including the food they eat, clothing they wear, music they listen to, and television they watch, one should not assume that this exposure automatically leads to a global perspective. Rather, such a perspective must be deliberately nurtured over time and should be woven through each student's total school experience. It seems clear that this process should begin in the elementary years, before stereotypes, ethnocentrism, and closed-mindedness have taken a firm hold.

Global education has both cognitive and affective dimensions. A number of key concepts, such as culture, change, interdependence, and perception, for example, clearly lie at the heart of a global perspective and should be systematically built into the curriculum. However, if global education is to be more than an academic exercise, a study of basic concepts should be complemented by the cultivation of attitudes reflecting open-mindedness, empathy for others, respect for cultural diversity, and appreciation of differences. Additionally, evaluative and analytic skills involved in problem solving and decision making must be developed. Key global concepts should be introduced as early as possible and should be visited and revisited throughout the curriculum at ever-ascending levels of complexity and sophistication. Furthermore, addressing students' need for affective development, it is imperative to systematically expose students to experiences designed to introduce the positive aspects of living in an interdependent, pluralistic world, as well as to experiences that point out the destructive nature of blind nationalism, prejudice, racism, and ethnocentrism.

Global education should not be the private domain or responsibility of any one teacher or area of study. Nor should it be viewed as simply an exotic curriculum add-on in the form of isolated activities such as "global education week" or "foreign culture day." Rather, the subject matter of global education should be viewed as a pervasive and integral part of the total curriculum. Every teacher should assume responsibility for a total school effort to help all students broaden their cultural horizons and deepen their understanding of the world beyond their shores. When these goals have been achieved, and when students recognize the many ways in which their lives are influenced by living in an interdependent world, they will be well on their way to achieving a global perspective. Therein lies the basic challenge of global education. ◆

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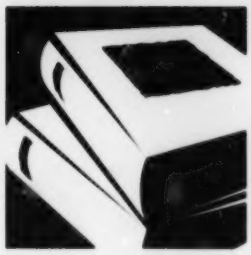
SELECTED Readings



WHERE We Stand on Global Education:

Position STATEMENTS from Education Organizations

In 1978, when the National Association of Elementary School Principals first passed a resolution urging curricular modifications "that will enable students to experience an increased awareness of the geography and history of the world's community," the Cold War was still warm, the Soviet Union was still one nation, and nobody except science fiction buffs had ever heard of cyberspace.

Today, that world has been transformed more extensively and quickly than any of us could have foreseen less than 20 years ago. The Cold War has crumbled along with the Berlin Wall, the Soviet Union has disintegrated, and American and Russian astronauts have joined in space to build an orbiting dock for cosmic exploration. A scant two decades after the first PC was introduced, computers have become the world's second largest industry, behind only agriculture, and millions of students are learning to travel the Internet, electronically crossing global frontiers at the speed of light.

In a world characterized by such dazzling, constant change, educators must give our youngsters the ability to function comfortably as citizens of a diverse global village, where borders will shift, cultures will interact, and languages will intermingle with accelerating speed. A grounding in history and geography is basic to such Information Age citizenship; equally important, however, is that students must develop an understanding of the processes that make history and geography interdependent upon each other and upon the aspirations of the earth's five billion citizens.

NAESP and its member principals are proud to stand with other national organizations that regard global education as an essential component of quality education for our time.

Samuel G. Sava
Executive Director
National Association of Elementary School Principals

The following position statements are provided to assist principals and teachers in their efforts to encourage faculty, parent, and community support for global curricular reform.

"The United States is truly an international society. Our people originate in every part of the world. Our lives are part of a global community—one joined by common economic, social, cultural, and civic concerns. Education in the United States must prepare us to participate in this global community."
Council of Chief State School Officers, 1991

"Schools must provide young people opportunities to a) develop an awareness and appreciation of other cultures; b) understand the interdependence of the world's people; and c) recognize that the world is becoming one interactive economic and social system."
National Association of State Boards of Education, 1996

"AASA urges the establishment of education programs that: reflect an international point of view and engender respect for and appreciation of the diversity of the world's cultures and its peoples; promote

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knowledge concerning various peoples and problems that relate to the world community; and provide opportunities to acquire competence in foreign languages."
American Association of School Administrators, 1996

"Be it resolved that: The AACTE will promote inclusion of a global perspective into policies and programs associated with the preparation of all education professionals. The AACTE will foster cooperative efforts among teacher education associations and teacher preparation institutions around the world. The AACTE will encourage and support international initiatives and activities among member institutions to assure that graduates have the opportunity to network with those of other cultures and perspectives via technology and other avenues; gain a global perspective through their education; and are prepared to teach in multicultural settings."
American Association of Colleges for Teacher Education, 1996

"A shared vision of teacher education includes. . . commit[ment] to preparing teachers for a diverse community of students. . . . The conceptual framework [of an institutional mission]. . . reflects multicultural and global perspectives that permeate all programs."
National Council for Accreditation of Teacher Education, 1996

". . . . Whereas, the National PTA believes that the understanding of foreign cultures is essential to today's society. . . be it resolved that PTAs continue to be strong advocates of foreign language and cultural studies programs; and be it further resolved that PTAs encourage school districts, educators, and other interested sources to integrate foreign language and cultural studies in the school curriculum."
National PTA, 1981

"By the year 2001, ASCD will work together with educators and educational organizations worldwide to promote quality education through structures that address both national and international issues. . . . [Strategies include] develop[ing] and participat[ing] in international collaborations to exchange and disseminate information about good practice in teaching and learning among educators worldwide. . . . Educators around the world share common problems and potential solutions. The history of educational practice has been substantially affected by the research and practice of education from many lands; . . there is every reason to believe that this cross-fertilization of ideas will continue and, indeed, escalate."
Association for Supervision and Curriculum Development, 1995

"The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address international issues such as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances."
National Council for the Social Studies, 1994

"NASSP reaffirms its longstanding commitment to fostering educational programs that lead to greater understanding of other peoples and other cultures throughout the world and to a fuller appreciation of the increasing realities of global interdependence."
National Association of Secondary School Principals, 1996 ◆

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East of Gibraltar, West of Japan

Questions and Answers about Global Education

H. Thomas Collins

Mark Twain once noted that there's a considerable difference between lightning and a lightning bug. Similarly, there's quite a difference (though perhaps not as dramatic as in Twain's example) between global education and what too often passes for it in schools. As a result, students leaving elementary school remain ignorant or unaware of the world east of Gibraltar, south of the Rio Grande, and west of Japan. Global literacy simply has not been one of the outcomes of elementary education in this country.

"But," you ask, "what is global education?" "How does it work?" "How do I know whether or not what's happening in a classroom, or in a school, or in a school district is really global in its purposes, activities, and outcomes?" "And how can I tell it when I see it?" The idea of this article is to answer some of the questions that principals and other educators ask about global education, from "What is it?" to "When—and why—should we teach it?"

How can I tell if what we're doing now is global education?

Global education has not yet reached the point where it's possible—or necessarily desirable—to define it in a universally accepted way. It is important, though, that those responsible for what's happening in schools can determine whether students are engaged in learning activities that will help them develop better global literacy. The following indicators are designed to highlight some of the things educators, and other people interested in their schools, should be aware of. The list is neither definitive nor final. It should be regarded as a first step in determining whether or not your school is providing a global education.

If what's happening in your school is global education, it should:

1. Pay special attention to the concepts of "systems" and "interdependence" and emphasize that problems, choices, and solutions are interconnected and must be dealt with in an integrated manner.
2. Be future-oriented and include consideration of the unintended or unanticipated outcomes ("surprise" effects) of our present actions.
3. View all subject areas as sources of data and not be limited to traditional content or sources of information.
4. Focus on a limited number of major concepts that are repeated at multiple grade levels.
5. Include the study of important global issues at levels of sophistication suitable to the age and interests of students.
6. Concern itself with informal, out-of-school learning and use the local community as a mini lab.
7. Feature cross-cultural awareness and consideration of other people's perceptions of issues and realities in a multiethnic, pluralistic society and world.
8. Teach that individual humans—men and women equally—can make a difference, while avoiding unwarranted optimism or excessive pessimism.
9. Build on a solid knowledge and understanding of the local community, the state, and the nation as prerequisites to global understanding.

It's also useful to consider what global education is not. First and foremost, it's not a form of political ideology or a subtle advocacy of "one-worldism." It's not a single new social studies course or a series of separate, unrelated lessons, nor is it intended to replace subjects or courses already being taught. And global education doesn't mean simply doing more of what you've always done but under a new label. And finally, though it need not be an expensive add-on, global education can't really be taught successfully without at least some cost and effort.

Doesn't global education mean increased costs?

Certainly, it will cost something. The free lunch disappeared long ago. What needs to be examined is how present resources and staff can be better used. Free and inexpensive resources that can help develop a global perspective are already available to all schools. The local phone book, for example, lists restaurants serving foreign foods, clubs and associations serving specific national groups, foreign-owned businesses in the area, foreign-language newspapers or other periodicals, and religious groups from other world areas represented locally—any of which can provide the basis for lessons with a global perspective.

Analysis of goods and services produced by local industries and businesses—and the sources of the raw materials they use and the mar-

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kets they service—is also a valuable, inexpensive way to add a global dimension to classwork. The foreign-made products in the classroom itself, or those available in students' homes, provide a dramatic lesson in our interdependence with other nations, as does the simple task of having students check the labels on what they wear or, more powerfully, what they eat in a single week. The local supermarket offers a clear example of our global connections with the world. Even the local cemetery provides a record of who founded the community and where they came from. And many other local resources show youngsters how the world is present in their community and how their community is part of the world.

The following activities suggest how global education can be promoted at the individual school building level without large additional costs. None requires major restructuring of present curriculum or unreasonable demands on faculty. A person designated "global education facilitator" can, without expending a great deal of time or effort, nudge fellow faculty members to encourage these activities:

- Foreign nationals in the community—including exchange students, visiting scholars, and senior citizens—are systematically brought into the school as resource persons.
- Art on permanent display in the building includes representative examples from other cultures.
- Assemblies and other scheduled programs include performances by representatives of other nations, cultures, and ethnic groups.
- Library and audiovisual acquisitions include materials from a cross section of cultures and ethnic groups.
- Games and other physical education activities are not limited to those from our own culture.
- Foods prepared in home economics classes and meals served by the school are not restricted to traditional American selections.
- Classwork in music, art, and literature includes a truly global perspective.
- The metric system is introduced in a positive manner as an international language of measurement.
- The studies of energy, ecology, the environment, population, food and hunger, nutrition, health, and other current issues are recognized as genuine global concerns.
- Comparisons with family systems, governments, religious and philosophical systems, and customs and beliefs of other cultures are made as a matter of course, not introduced as "strange" or "exotic" differences between ourselves and other people.
- Maps printed in languages other than English are available and are used in classes besides foreign language classes.
- Flags from other nations are regularly displayed and discussed in classes.
- Classes adopt a particular nation or continent for the entire year and work to relate all of their classwork to that area.
- Distance and direction signs to other world areas are on display to encourage student questions.
- Music played over the PA system, or in selected sections of the school, includes music from other cultures.
- Faculty who support and augment the development of a global perspective by students are tangibly rewarded.

Aren't the basics more important than global education?

They certainly are; only a person completely out of touch with reality would argue differently. Some people, however, would have us believe that it is a simple question of either/or. It isn't. The real question is how the basics can be taught more effectively and meaningfully in a global context—a context in which youngsters learn that while our way of life, our institutions, and our ways of behaving are best for us, other people in other nations may not share these perceptions. And this doesn't mean they're wrong, it just means they're different.

Besides, teaching about global concerns and events does not necessarily mean we're neglecting the basics. Some of the better global teaching materials now being used emphasize basic skills. Furthermore, students have to do their reading, writing, and arithmetic about something, and the study of other nations and peoples or issues of global concern all provide excellent opportunities to develop basic skills.

To assume that teaching the basics means restricting content to "Run, Spot, run," or "list the presidents of the United States in order" is simplistic. Schoolchildren are already learning about the world, as Robert Hanvey (1977) has pointed out, "partly because teachers are actively interested but perhaps more because the young are already intuitively in the new age, seeing more than the adults who teach them. We should at least be cooperating with them." One way to "cooperate with them" is to seek new opportunities to teach basic skills in contexts that have high appeal to students. Global studies do just that.

Shouldn't elementary schools be concentrating on patriotism instead of global concerns?

Certainly, an important mission of our public schools is to instill in every child a respect and love for this country. And perhaps we haven't done as good a job in this regard as we might wish. But that is not to say that providing students with a global perspective isn't important, too. The confusion lies in the suggestion that studying other nations and people or issues of global concern will somehow weaken one's loyalty to one's own country. Such a view is shortsighted because it fails to realize that loyalty is an infinite quality. A person can possess strong loyalties to family, school, church, community, state, and nation and still be loyal to concerns or issues that transcend national boundaries. Thomas Shannon (1980), former executive director of the National School

Boards Association, addressed this concern:

Global education is not a thinly disguised attempt to sell some vague form of "one-worldism" or "world citizenship" to American schools. On the contrary, its purpose is to assure that our citizens are adequately prepared to function intelligently as decision makers in the marketplace and at the ballot box in their local communities, in their own states, and as citizens of the United States of America. Good citizenship has always been a major goal of the schools. Recent polls of both the general public, as well as professional educators, indicate that this is still a central purpose of public education. Adding a global dimension to a solid background of local, state, and national citizenship can only enhance, not detract in any way from, a major mission of our schools.

Isn't the content of global education "too far away" to be real to kids?

In one sense, it might be. Research does indicate that a child's concepts of time and distance are ill-formed, at best, before the age of approximately 12. But in another sense, it isn't too remote for them. For generations we've been teaching youngsters about other places and other people at other points in time. Seldom have we stopped to ask whether or not the content being presented was "too far away" given students' sense of time and space. Usually that was because the content was familiar to those who were teaching it. It was part of the teacher's own national or Western heritage and, as such, perfectly logical content for students to study. But when teachers are suddenly asked to teach about nations, peoples, and global issues with which they personally are not familiar, the charge suddenly arises that the content may be "too distant" or "too removed" or "too difficult" for their students to comprehend. Personally, I have more faith in the ability of youngsters to deal with time and space concepts— appropriate to their age levels, of course—than I have in that of most adults. Youngsters already live quite comfortably with both *Star Wars* and dinosaurs. It's time their teachers did, too.

Are teachers prepared to teach from a global perspective?

This is a problem that should not be dismissed casually. Many teachers—like all adults—were educated in an entirely different age, and consequently, they do not feel entirely at ease with some of the content being emphasized in global studies. But then, teachers have always felt inadequate regarding certain content they've been required to teach, and, in spite of their feelings of inadequacy, the vast majority of them have done a remarkably fine job. Certainly, no one would claim that every teacher is adept at teaching reading, any more than one would claim that every teacher is good at teaching math or science or art. Yet elementary standardized test scores in reading have improved during the past six years.

The problem is not the lack of training in global education or the inability of teachers. The problem is the low priority presently given to global education in many schools, and principals can change that. As Paulo Freire says, "The first step in the education of people is to convince them that they already know a great deal." Most teachers "already know a great deal" more about the world than they're now teaching. The principal's task is to convince them of that and then provide them with the encouragement, support, and resources they need.

Aren't elementary students really too young for global education?

Absolutely not. While all people can and do continually add to their personal store of information about the world, research indicates that young people between 10 and 12 years of age (grades 5 through 8) are probably at the optimum age to learn about people different from themselves. After that time, it becomes more and more difficult for attitudes—the central element in successful cross-cultural learning—to be altered or changed. To learn effectively, young people must bring to that process the skills, attitudes, and knowledge acquired earlier.

Although there's probably no single "best" time to begin to introduce youngsters to the realities of the world outside our nation's borders, the elementary school is the place to begin to foster attitudes of openness, of tolerance toward differences, and of suspension of immediate, negative judgments toward the new or the unusual. These positive attitudes form the basis of genuine global understanding.

In an era of increasing cross-cultural contacts, both at home and abroad, cross-cultural understanding is an important element in the citizenship education of every child. To be able to live successfully in a pluralistic, multicultural world that often reflects values and opinions far different from our own, requires extraordinary tolerance and skill. The elementary school is the place to begin developing these qualities. Waiting to present the global dimension of education until the students are "older" and "more mature" is, to use the words of H. L. Mencken, "a solution that is simple, neat, and wrong!" ◆

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A Principal's Perspective

Linda Clark

Is your school ready for a global education program? Mine was. Project Widen My World was developed and implemented during my tenure as principal of Joplin Elementary School in Meridian Joint School District #2 in Idaho.

This project was designed to expand student understanding and appreciation of various cultures, traditions, and peoples. It was undertaken in what I describe as a "culturally isolated" school—one comprised of less than 5 percent minority population, located in a community and state that reflect similar demographics.

As the foundation for Joplin's schoolwide study and activity, monthly emphasis was placed on one country or region of the world. A large display area in the media center highlighted the art, music, and literature of the country or region under study, and visually depicted the various activities of the project. Five minutes of taped music between morning bells gave students and staff an opportunity to experience part of the musical culture, and brief comments about the country were integrated into the daily announcements.

In a school with a global emphasis, the physical environment should clearly communicate the school's emphasis on the study of various cultures. At Joplin Elementary, projects were displayed in classrooms and throughout the building, in addition to the media center display area.

The success of any global education effort depends on the commitment, planning, and enthusiasm of those responsible for it. In the case of Joplin Elementary, a leadership team called the Global Education Committee assumed primary responsibility for the project. The chair, with the support of her committee, prepared monthly packets for each classroom teacher on the area to be studied. These packets included background information and suggested art lessons, projects, and activities for classroom use. Project updates were given by the committee at regular staff meetings, and it provided ongoing staff training.

Identification and use of community resources are important to a school's global education efforts. Parents and community volunteers are excellent resources for slide shows, language study, and the sharing of artifacts and food from places they have visited or from their country of origin. Local organizations also may be sources of funding for various activities.

International guests and visitors from the community were effectively integrated into Project Widen My World. Visitors from several nations and groups of exchange students shared cultural information and simple language instruction in classrooms or in assemblies. In a pilot project, our secondary French students came to the school once each week to instruct elementary students in rudimentary French and to share glimpses of French culture.

In an effort to further involve parents and families in the project, basic information about the area under study was shared in *The Spotlight*, our weekly parent newsletter, which was also distributed to the district office and the local media. Family projects and areas for further research were also suggested.

One of the most exciting activi-

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ties at Joplin was the establishment of sister schools in China and Russia. Joplin students shared artwork, letters, cassette tapes, and photographs with their counterparts in the sister schools. Local fundraising provided instant cameras, film, and funds for postage to the sister schools. This enabled them to send regular packets to our school.

A further outreach of Project Widen My World was made possible through technology. Joplin School was linked via modem to a methods class at the local university and elementary students interacted with the university students through e-mail. Later, this was expanded with a linkage to a school in a neighboring community. Long-range plans include linkages with a school in a remote area of Idaho and with the international sister schools. A local cellular distributor provided a cellular phone and a dedicated line for the project.

A successful global education project requires the school to look beyond identified countries or regions of study and to integrate a global perspective into its day-to-day instruction. First, there are clear curricular ties to globalizing the instructional program at the elementary school level; in our case, curriculum connections were made in social studies, science, music, art, and literature. Individual teachers and grade-level groups assumed leadership in examining the curriculum and identifying areas where natural global connections could be made. They then integrated these areas into their regular instruction.

Staff and students also became attuned to global issues through the study of current events. Classroom discussions and individual class projects examined world events, and Project Widen My World included special activities that actively involved Joplin students in current affairs on a global scale. Students raised funds through the sale of popcorn at noon hour to support several international projects, including the purchase of sugar packets for children in Africa, the Somalian relief effort, and care packages for the troops of Desert Storm.

What is the principal's role in such a project? First, he or she must have a clear vision of what is to be achieved and must be able to articulate it to the staff and students. Next, it is important for the principal to identify staff interest and strengths and to support and encourage staff members who take responsibility for the project. Third, the principal must have a strong commitment to facilitate the project by participating in it. Ultimately, the success of the project is largely dependent on the principal's willingness to do what is necessary to make it successful. The principal must be a cheerleader, working with staff on planning and implementation, and helping to marshal resources, both internally and externally. This may involve allocating building resources, seeking community funding, or simply providing extra planning time for the project chair.

The Chinese sage, Confucius, wrote, "I live in a small house, but my window looks out on a large world." What kind of window on the world is your school providing for its students? ◆

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We're ALL In This Together

S. Rex Morrow

Today's GLOBAL Realities

In The WORLD

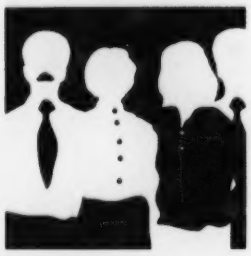
- In 1995, Africa ranked first in the most educated immigrants to the United States.
- Asia ranks first in the highest number of newly diagnosed HIV cases.
- The ratio of civilians killed in 1995 by the Israeli army in Lebanon to those killed by terrorists in Israel is 3:1.
- Humans could survive only six months without invertebrates such as worms.
- In 1994, 161 countries had a Gross National Product lower than the amount of money spent by shoppers at Wal Mart.
- The annual growth rate of the World Wide Web is 341,000%.
- By 1996, 159 nations could be reached by electronic mail.
- The actual numbers of AIDS cases worldwide is estimated to be more than 4.5 million, a number four times greater than the number of cases actually reported due to under-diagnosing and under-reporting and the use of different definitions of AIDS being used by countries.
- In 1994, the United Nations General Assembly finally accepted the credentials of the Republic of South Africa because, after 24 years, South Africa had changed its policies on apartheid.
- Chances that a Japanese citizen will be murdered with a handgun are 1 in 77.
- The average annual interest rate on a new automobile loan in Mexico is 102%.
- Brazil is now the world's largest tobacco exporter, while China ranks as the world's largest tobacco producer.
- As of 1996, President Boris Yeltsin has outlived the average Russian male by six years.
- There are an estimated 2,000 books that have been banned in Indonesia since 1965.
- Taiwanese children receive an average of 40 minutes of moral education a week.

In The UNITED STATES

- Family violence kills as many women every five years as the number of American lives lost in the war in Vietnam.
- In 1995, a nuclear weapons disarmament study revealed that, since 1990, the number of Trident II warheads in the United States' nuclear arsenal has increased by 960.
- In a survey completed in 1995, one out of three people surveyed could not name the countries the United States fought against in World War II.
- Only three of the 11 largest cities in the United States had black chiefs of police in 1995. In 1990, there were seven.
- In 1995, the ratio of Americans applying for the Peace Corps to those applying to be on MTV's *The Real World* was 1:2.
- White Americans overestimate the average percentage of Latino, Asian, and African-American populations in the United States by an average of 100%.
- In 1995, the United States ranked first among nations with the largest percentage increase in Gross Domestic Product.
- The three largest trading partners of the United States are (1) Mexico, (2) South Korea, and (3) China.
- In 1995, 89% of U.S. stock was owned by 10% of America's population.
- In 1995, Italy was the nation that was, in a professional capacity, most frequently visited by members of the U.S. House of Representatives.
- In 1995, U.S. citizens emigrated to another country at a rate of 608 persons a day.
- Sixty-three percent of U.S. males responding to a survey in 1995 reported believing the country would be better off if more members of the U.S. Congress were women.
- Since 1950, the United States has deployed combat ground troops to 21 countries.
- As of 1995, 40% of American citizens could trace their families' arrivals to Ellis Island, and 28% of American college graduates are of English ancestry.
- Of children nine years of age, one out of six can define the word Internet.

This list of facts was compiled from information taken from The World Almanac and Book of Facts *and* Harper's Magazine *by S. Rex Morrow, associate professor, Old Dominion University, Norfolk, Virginia.*

Making Global Ed Happen: Practical Suggestions



Addressing Everyday Concerns of Principals and Teachers

Howard E. Taylor

Although recent events—such as nuclear destruction in Chernobyl and conflict in Bosnia—and the advent of the World Wide Web have stimulated interest in global education, principals and teachers often face community resistance and planning challenges in implementing global education reform. Following are some practical suggestions to help remedy these situations.

RESISTANCE TO GLOBAL EDUCATION

Global education has a number of critics among Fundamentalist Christian and conservative political and social organizations. They argue that global education promotes a utopian, new-age vision, undermines the authority of Judeo-Christian values and norms, advances Eastern mysticism, vilifies capitalism, champions moral relativism, and deters patriotism through liberal resocialization of students (Schukar 1993). It is imperative that principals and teachers are sensitive to the values, needs, concerns, and interests of their own communities. Applying this knowledge to selecting and presenting materials and activities for global education will minimize opposition from community members.

Teachers and principals may also have some resistance to global education. Experienced educators may recall earlier controversies surrounding global education and want to avoid similar controversies (Tye & Tye 1992). Teachers in particular may perceive global education as just another curriculum add-on that must be implemented at the expense of something else. To address resistance on the part of colleagues:

- Provide a strong rationale for integrating a global perspective (Anderson 1990), emphasizing: (1) the implications of the accelerated rate of global interdependence, (2) the erosion of western dominance, and (3) the globalization of American culture.
- Share instructional resources, classroom activities, strategies for reducing resistance, and knowledge about points of access for integrating a global perspective into curricula.
- Demonstrate how teaching for global understanding is good teaching that involves many instructional strategies teachers already use, such as cooperative learning, authentic assessment, simulations, service learning projects, and integrated technology (Taylor 1995).
- Explain the practical benefits of providing curriculum and instruction

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COMMUNITY RESOURCES

Colleagues' Cross-Cultural Experiences

Background experiences of principals and teachers (e.g., study and travel abroad, contact with international visitors, access to global instructional materials and colleagues with global experience and educational training, spouses in the military or family members living abroad) are all readily accessible instructional resources (Taylor 1996; Thorpe 1988). In tapping their own and colleagues' cross-cultural experiences, principals and teachers discover a whole new world of instructional resources for exploring the interests, beliefs, and practices of other cultures.

Students' Cross-Cultural Experiences

Many students and families have traveled overseas, are ethnically diverse, are cross-ethnic, have international business relations, or maintain cross-cultural international friendships and relations. Identify and draw on these experiences for references, demonstrations, and instructional materials (Merryfield 1994; Taylor 1995 & 1996; Wilson 1993). Another potential resource is the international cross-cultural experiences of ESL students and students who have studied abroad.

Business and Community Resources

The more clearly students recognize the connections of their local community to other cultures and peoples, the more they will recognize the need to study history, art, economics, language, and other subjects from a global perspective. It is important, therefore, to identify and incorporate these local global links into everyday classroom instruction and materials. Local resources may include veterans (men and women who served in Operation Dessert Storm, the Somalian and Bosnian peace keeping missions, and the Vietnam Conflict); churches and religious organizations (such as Catholic Relief Services) that sponsor international humanitarian projects; and transnational corporations (such as General Motors, IBM, and Honda) whose local plants and regional offices play a significant role in local economic and political decision making. Chambers of commerce, state and national politicians, newspaper reporters and editors, military bases and personnel, and YMCA International are additional resources to consider. Finally, teachers can obtain global education materials from the World Affairs Council Network, embassies, the Peace Corps' "World Wise Classrooms" program, and local offices of Sister Cities International.

Local historic sites such as missions, monuments, buildings, ethnic communities and shops, shipping ports, and battlefields are excellent resources for increasing student appreciation for local heritage while teaching about the global historic significance of local communities. ◆

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that reflects the realities of living in an interdependent global society. When students study contemporary and urgent issues in a global curriculum, they develop analytic and evaluative skills necessary for addressing crucial global concerns. Instructional strategies characteristic of global education emphasize teamwork, provide opportunities for peer tutoring, and enable teachers to address students' individual needs (Becker 1990).

To assist colleagues in addressing and reducing community resistance, provide inservice training, modeling, team leadership, and discussion groups. Suggest that, prior to broaching controversial issues, educators:

- Examine their own biases and world views to prevent emphasizing a particular view or position (Schukar 1993).
- Learn about their community's multiple perspectives and concerns about relevant issues.
- Investigate potential perspectives on an issue, including an analysis of the causes, effects, pros and cons, and implicit values of different perspectives.
- Evaluate the perspectives reflected in selected instructional materials.
- Present instructional materials and activities in ways that reflect understanding of and sensitivity to community norms and interests.

Principals and teachers can influence curricula, school goals, the general climate toward change, and the mechanisms for effecting change (e.g., school improvement teams, the PTA, and the school board). Principals, department chairs, team leaders, and curriculum specialists, for example, can facilitate teaching for a global perspective by ordering appropriate materials, promoting integrated instruction, conducting workshops, and demonstrating instruction that is effective in teaching for global understanding (Taylor 1995 & 1996). Principals and teachers who establish a level of trust with their colleagues and the community minimize resistance from parents, students, and colleagues. ◆

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INSTRUCTIONAL STRATEGIES

Cooperative Learning

Cooperative learning reflects and accommodates the increasing diversity of today's global society. It emphasizes interactive learning opportunities as well as the need for teamwork to attain common goals. Cooperative learning helps students develop the skills they will need to work with people of heterogeneous backgrounds and diverse abilities (Becker 1990; Schukar 1993). Cooperative learning also enables teachers to meet students' individual needs and to help them achieve their potential (Taylor 1995).

Team building is essential to cooperative learning. Teachers and students should collaborate in developing team rules and procedures for team functioning. Following are suggestions for using teams within the cooperative learning environment (Taylor 1996):

- Discuss with students the need to work in heterogeneous groups to develop appreciation for diversity and skills necessary for success in the global workplace.
- Provide students with team-building activities.
- Maximize heterogeneity by creating groups diverse in ethnicity, intelligence types, ability levels, and gender.
- Work with students to establish team rules and procedures and logical consequences/rewards for appropriate/inappropriate behavior.
- Display in writing, and frequently cue, class-generated team procedures and consequences.
- Provide clearly stated objectives and procedures for class activities.
- Allow enough time for students to complete tasks, but not so much time that they will be encouraged to stray from the task.
- Give directions that include achievement targets to be met and the times by which they should be met.
- Have students conduct peer reviews of group and individual work using criteria generated by students at the start of team activity.
- Prepare and alert students to an alternative assignment or "time-out" area for students needing to remove themselves temporarily from their groups.
- Have students identify roles and tasks necessary for each team activity and choose students to complete specific tasks.
- Establish a signal to focus students' attention, such as turning out the lights, counting to three, or clapping a rhythm.
- Grade students individually.

Interdisciplinary Instruction

Because global education is associated with citizenship preparation, it is often thought to be a "social studies thing" (Cushner 1990). Global education, however, is not the property or responsibility of just one subject area. The issues and challenges of global interdependence are integrated and should be approached from a holistic perspective that reflects the knowledge, concepts, skills, and teaching strategies of all disci-

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plines (Becker 1990; Kniep 1989; Urso 1990).

Global Understandings: A Framework for Teaching and Learning (Anderson, Nicklas, & Crawford 1994) is one resource you may wish to consult for integrating a global perspective into existing curricula. The framework is not a global education curriculum or collection of global instructional activities. It is simply "a global lens through which lessons, curriculum, and experiences can be conceived. It identifies essential global concepts that should permeate every plan designed for students. It prompts educators to use a global perspective as they develop the setting, culture, and experiences for students in the school environment."

Teachers can use the framework to emphasize the globalization of every aspect of our lives and to organize educational experiences that reflect this reality. It allows teachers to integrate all disciplines and foster a holistic understanding of the knowledge and skills needed to address global issues that cut across curricula. Finally, teachers can apply the framework to promote student development of key competencies needed to meet global challenges.

The framework is organized around four "messages" that emphasize student development of analytic and evaluative skills, cross-cultural awareness, and appreciation for diversity:

1. You are a human being.

2. Your home is planet earth.

3. You are a citizen of (nation/state), which is a multicultural society.

4. You live in an interdependent world.

There are a number of practical benefits gained from organizing learning experiences around these messages. First, the species-centered approach emphasizes commonalities and connections among human beings, but also recognizes human differences and uniqueness. It helps teachers avoid presenting our own culture as superior—a common criticism of group-centered perspectives that portray the world as a collection of culturally different and separate groups. Second, "your home is planet earth," helps students develop an understanding of their relationship to the earth and their responsibility to make choices that sustain life on this planet. The third message lets students explore the implications and conflicting demands of citizenship at local, state, national, and global levels. Finally, understanding their local and national communities and how the choices of all people are interrelated helps students develop competencies essential to living productive, caring lives.

Technology

A global curriculum is not complete without integrating the use of computer technology. Competent use of data processing packages, search engines, the Internet, electronic mail, CD-ROMs, telnet, and modem-delivered services, among other electronic, computer based technologies, are essential to success in a global society that is becoming increasingly interdependent with continuous advances in technology. Following are some Internet activities that integrate a global perspective:

- Start an international e-mail pen pal program (see Intercultural E-mail Classroom Connections at http://www.stolaf.edu/network/iecc/);

- Copy speeches and other historic documents, take a virtual tour of the White House, and download lesson plans (http://www.teleport.com/~vincer/social.html#social);

- Involve students in a "Global Scavenger Hunt" on the Internet to collect information on topics specific to the curriculum;

- Access almanacs, dictionaries, encyclopedias, census data, *Bartlett's Familiar Quotations*, and more on the Internet Public Library (http://ipl.sils.umich.edu/ref/);

- Correspond with other teachers from around the world (http://www.mightymedia.com/talk/working.htm);

- Collect the flags of the world (http://www.wave.net/upg/immigration/flags_5a.html);

- Celebrate the cultural holidays and festivals of the world through the One World Calendar (http://www.zapcom.net/phoenix.arabeth/1world.html); or simply tap into a wealth of information and activities available through ERIC's Social Studies Education Resources page (http://www.teleport.com/~links/ss.shtml).

To avoid some common problems associated with classroom use of the Internet:

- Be specific about expectations and objectives.

- Search the Internet yourself before asking students to do so.

- Allow ample time for activities involving the Internet.

- Establish a commitment with other parties involved in an activity. ◆

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The Role of the Principal in INTEGRATING a Global Perspective

Gregory E. Hamot

Both the principal's support and involvement are critical to integrating a global perspective across the curriculum. It is the principal who must facilitate the overall process, building faculty consensus, encouraging parent and community involvement, and allocating essential resources. To ensure successful integration of global education, the principal must have:

• A strong belief in the benefits of a global perspective in educating future citizens.

The principal's perspective-consciousness, critical thinking skills, conflict management skills, and interdisciplinary learning—all major aspects of a global education curriculum—can unify parents, teachers, and school boards (Boston 1990). The principal fosters the goals of a globally oriented curriculum in meetings with faculty, the school board, or local community leaders, not only by expressing a firm belief in a global perspective, but also by exhibiting the skills necessary to achieve it.

• A supportive, hands-on approach to staff development.

The principal should participate in planning meetings and staff development experiences (Tye & Tye 1991). Teachers commonly complain about a top-down approach to curricular change. Memos, newsletters, meetings, and bulletins become seeds for discontent when the principal is detached. If the principal has a commitment to integrating a global perspective into the school's curriculum, collaborating with faculty as a partner in the learning process is essential.

• The ability to reach out to the community and lay the groundwork for curricular change with a global perspective.

The principal must be prepared to address concerns voiced by district administrators, parents, and the greater community by assuring that all members of the school are involved and focused on the need to nurture future citizens capable of accepting the challenges of an ever-changing world. Principals must address community concerns about the philosophical underpinnings of a global perspective. The willingness of the principal to attend community meetings that concern the life of the school is imperative. Additionally, principals must bring parents and community leaders together by initiating open forums that address citizens' concerns over the rationale for and implementation of a global curriculum.

• A commitment to ongoing staff development.

The principal should identify local educational services that maintain a globally oriented staff and faculty (Merryfield 1990) and plan for their ongoing engagement with teachers. The local college or university is a good place to start. Additionally, community involvement in staff development can be important. Many non-education professionals and institutions are willing to get involved in the school (Alger 1974). Workshops with these professionals can benefit teachers by revealing the value of a global

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perspective in the everyday life of the community.

• A willingness to allocate existing resources and seek supplementary support when required.

The principal can arrange release time for teachers to explore the possibilities of developing a global curriculum. Normally, the amount of release time required to transform curriculum would exhaust the substitute teacher budget. However, if the faculty is dedicated to the school's globally oriented mission and the teachers' contract allows it, then voluntary in-school substitutions are a possibility.

The principal must ensure that budget allocations provide for necessary consultants and materials. By working with the faculty to identify the most globally oriented services and instructional materials, the principal can maintain regular allocations for these constant needs.

To supplement budget allocations, the principal might seek grant funding for travel to workshops, sabbaticals for teachers and fellow administrators, in-school research, and the prolonged engagement of outside consultants. The U.S. Department of Education and state departments of education frequently announce requests for proposals dealing with curricular change and school renewal. Additionally, the Internet provides many public and private sources for funding through the ever-growing number of World Wide Web sites concerned with education projects (Schnitzer 1996). ◆

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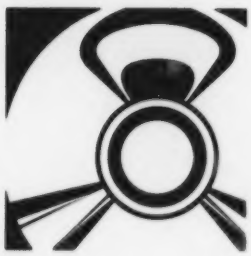
RESOURCES



Using Children's Literature for Teaching Global Understanding

James M. Shiveley

Teachers at every level are increasingly recognizing the value of using literature to assist in classroom instruction. This phenomenon is no surprise to elementary and middle school teachers who have been, for quite some time, reaping the benefits of literature-based instruction to enhance what can often be lifeless textbook content. There are many reasons elementary, middle, and now high school teachers have adopted literature-based instruction. The information provided by trade books is often more current and engaging to young learners than textbook information (Holmes 1985). Literature-based teaching enables young readers to make important links between past and present events (Fuhler 1991), allows students to visualize the past (Harms & Lettow 1993), and helps students develop a more complete understanding of critical concepts (Farris & Fuhler 1994). Additionally, children's literature can help foster critical thinking and promote civic competence (Brozo 1986; Davis & Palmer 1992; Hicks 1996).

Literature-based instruction is a powerful tool for assisting young readers to grasp key global and multicultural concepts (Pugh & Margalef-Boada 1994) such as cultural differences and similarities, multiple perspectives, and interdependence; to increase social sensitivity; to gain a greater recognition of shared and unique cultural values and norms (Norton 1990); to understand the outside world and question stereotypes (Sullivan 1996); and to develop an enhanced ability to view issues through multiple perspectives (Garcia & Hadaway 1988; Kim & Garcia 1996; Tunnell & Ammon 1996). By identifying with the characters in the stories, students develop an increased awareness of the options available to these characters (and to themselves) as they work to solve pressing problems.

Following is an annotated list of choice children's literature, as well as a variety of related classroom activities, that will help teachers realize the benefits of literature-based instruction in teaching for a global perspective. The books and activities have been ordered according to five of Robert Hanvey's (1982) key global dimensions: (1) perspective consciousness; (2) a state-of-the-planet awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choice. Though organized under specific "key global dimensions," in almost every instance books can be used effectively with at least one other dimension.

CHILDREN'S LITERATURE FOR TEACHING FOR GLOBAL UNDERSTANDING

I. PERSPECTIVES CONSCIOUSNESS

The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared.

***Stellaluna* by Janell Cannon. (1993). Harcourt Brace.**

A baby bat is separated from his

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mother and raised as a bird. He must learn to eat, sleep, and fly as a bird. Once reunited with his mother, he exposes his bird friends to his new bat world. Toward the end of the story, Stellaluna raises the question, "How can we be so different and feel so much alike?"

***Bull Run* by Paul Fleischman. (1993). New York: Harper Collins.**

The Battle of Bull Run is told from the perspectives of 16 participants. Northerners, Southerners, generals, couriers, dreaming boys, and worried sisters describe the glory, the horror, the thrill, and the disillusionment of the first battle of the Civil War.

***Thunder From the Clear Sky* by Marcia Sewall. (1995). Antheum.**

The story of the Pilgrims' arrival is told in journal format from both a Pilgrim's and a Native American's view. The book illustrates from differing perspectives how, despite good intentions, misunderstandings and betrayals ultimately led to the end of the Native American's way of life.

***The Sad Night: The Story of an Aztec Victory* by Sally Shofer Mathews. (1993). Clarion.**

This book traces the Aztec presence in Mexico from its mythic origins to the recent discovery of gold lost by the Spaniards during a night of battle known as La Noche Triste (The Sad Night). The book offers a simple and straightforward narrative of Cortes' arrival and the events that followed.

***Learning to Swim in SwaziLand* by Nila K. Leigh. (1993). Scholastic.**

An eight-year-old girl from New York City describes her year living in the southern African country of Swaziland, comparing and contrasting daily experiences familiar to most school-age children.

***The True Story of the Three Little Pigs* by John Scieszka. (1989). Penguin Books.**

In this now familiar retelling of the famous tale, the wolf gives his outlandish version of what really happened when he tangled with the three little pigs.

II. "STATE OF THE PLANET" AWARENESS

The awareness of prevailing world conditions and developments and how to use such information to make decisions.

***Everglades* by Jean Graighead George. (1995). Harper-Collins.**

A Seminole storyteller narrates this story of the river and its vanishing inhabitants. He relates how the Everglades began and how local and global human influences have slowly altered this once-rich environment. He challenges his young listeners to consider how they might help preserve this environment. A pictorial chart of vanishing species in the Everglades is included.

***Washing the Willow Tree Loon* by Jacqueline Briggs Martin. (1995). Simon and Schuster.**

An oil-soaked loon touches many lives as she passes through gentle helping hands. A note about bird rehabilitation is included.

***The Big Book for Our Planet* by Ann Durell, Katherine Paterson, and Jean Graighead George, editors. (1993). Dutton Publishing.**

A collection of stories, poems, essays, and limericks written and illustrated by over 40 of the best-loved children's authors and illustrators. The message to all is to honor our planet Earth.

***I Celebrate Nature* by Diane Iverson. (1993). Dawn Publications.**

Portrays a group of children in a variety of settings and seasons as they discover the wonders of the natural world. The book can be used to teach a conservation ethic to young children.

***Turtle Watch* by George Ancona. (1987). Macmillan.**

Set in Brazil and full of descriptive photographs, this book describes how scientists and local fishermen work to save the endangered sea turtle. Shows how a well-planned conservation program can address economic needs as it preserves the environment for generations to come.

III. CROSS-CULTURAL AWARENESS

The awareness of the diversity of ideas and practices found in human societies around the world.

***Bread is For Eating* by David and Phillis Gershator. (1995). Holt Books.**

Rhythmic text in English and Spanish complemented by vibrant paintings present the story of bread around the world—from seed to supermarket. Celebrates all the people and processes involved in making bread a staple.

***Children Just Like Me* by Susan Elizabeth Copsey and Anabel Kindersley. Photographs by Barnabas Kindersley. (1995). DK Publishing.**

Looks at the extraordinary lives, inspirations, and cultures of children around the world today. There is rich text and vivid photography.

***Papa's Christmas Gift: Around the World on the Night Before Christmas* by Cheryl Harness. (1995). Simon and Schuster.**

Clement Clark Moore's poem, "A Visit from Saint Nicholas," follows Santa's sleigh ride around the world on Christmas Eve in 1822. This trip highlights customs, events, and characters spanning the globe.

***All the Colors of the Earth* by Sheila Hamanka. (1994). Morrow.**

A reflection and celebration of all of the colors children are and those that they bring into the world. A magnificently illustrated, extraordinary story about the diversity of children.

The Sunita Experiment by Matiali Perkins. (1993). Joy Street/Little, Brown.
Sunita's eighth-grade social life in California crumbles when her traditional grandparents from India arrive for an extended visit. The family tries to balance conflicting cultures and generations. This multicultural fiction touches on many current issues.

IV. KNOWLEDGE OF GLOBAL DYNAMICS

Comprehension of key traits and mechanisms of the world system and the interconnected parts of this system.

***People of the Corn: A Mayan Story* by Mary-Joan Gerson. (1995). Little, Brown & Co.**
To the Maya, everything in the world is part of one life force. The fate of everything—dreams, animals, people, mountains, and stars—is bound together in the endless flow of time. This Mayan myth reveals a deep reverence for the natural world and the gift of life.

***How to Make An Apple Pie (and See the World)* by Marjorie Priceman. (1994). Alfred A. Knopf Inc.**
A small girl sets out to make an apple pie and decides going to the market for key ingredients isn't quite as much fun as traveling around the world. She travels from the jungles of Sri Lanka to the apple orchards of Vermont to collect her ingredients.

***All in a Day* by Mitsumasa Anno. (1986). Philomel Books.**
Simple text and beautiful artwork convey the commonality of humanity as seen in the activities of children from very different parts of the world. The reader simultaneously visits sites from around the globe and, in the process, is introduced to the concepts of daylight, darkness, and time zones.

***If You Should Hear a Honey Guide* by April Pulley Sayre. (1995). Houghton Mifflin.**
Describes how an East African bird, the Honey Guide, relies on honey badgers and people to help uncover its precious food. In describing this symbiotic relationship, the author also offers a look at a changing interspecies relationship.

***The Gift of the Willows* by Helena Clare Pittman. (1988). Carolrhoda Books.**
Set in Japan and told through the eyes of Yukiyo the potter, this book shows the cycle of life, the interdependence of man and nature, and the need to care for the environment.

V. HUMAN CHOICES

Awareness of the problems of choice confronting individuals and nations and that these choices have short- and long-term consequences.

***There's An Owl in the Shower* by Jean Graighead George. (1995). Harper Collins.**
A young boy's life changes when environmentalists and loggers clash over protecting spotted owls. Jobs are lost, businesses close, and the town takes sides. When the boy befriends an owlet, he begins to understand the conflict between nature and human industry.

***The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* by Barbara A Lewis. (1995). Free Spirit.**
Shows how children can make positive contributions to their communities. Great service learning ideas!

***Giants in the Land* by Diana Appelbaum. (1993). Houghton Mifflin.**
The story of beautiful trees, as big as the California redwoods, that once covered all of New England. These prized giant pines were used as masts for ships of the Royal Navy in pre-revolutionary times. Follows the story of the great trees, and explores the impact of industrialization on New England's environment.

***Sato and the Elephants* by Juanita Havill. (1993). Lothrop.**
Inspired by the true story of a Japanese ivory carver, this narrative relates how Sato refuses to continue the work he loves once he discovers the source.

***A River Ran Wild* by Lynne Cherry. (1992). Harcourt Brace.**
A wonderfully illustrated book that tells the history of the Nashua river (in what is now Massachusetts). An important message is the Native Americans' perspective on how to live with the river. Beautifully detailed, with rich images and powerful messages about culture, land use, the concept of progress, and the ability of citizens to effect change.

SAMPLE REINFORCING IDEAS AND ACTIVITIES

The children's books noted above may be used to prompt class discussions about living in a diverse, interconnected, and pluralistic world. The following ideas and activities are suggested to get teachers started in global education.

- Use multiple perspectives maps and discuss how each world map distorts and shows just one perspective. World Eagle Perspective Maps are particularly helpful.
- Create a "we all smile in the same language" collage.
- Share a multicultural story each day.
- Pop multi-colored popcorn. Each kernel originally looks different on the outside, but popping demonstrates that all are alike on the inside.
- Use Unicef calendars that show children from different cultures engaged in activities all children enjoy.
- Draw people on red, yellow, black, and white construction paper. Cut them out and hold them up. Are we really these colors? Obviously not. Therefore, when coloring people, use multicultural colored crayons.

• Make a large magnifying glass out of different colors of cellophane. When students look through the magnifying glass at their classmates, they appear to be a different colors. Have they really changed?

• Use music and songs of various cultural groups.

• Write (or e-mail) pen pals in other countries.

• Create a sign language and Braille learning center.

• Request that volunteers who are elderly, disabled, and from various cultural and ethnic backgrounds visit the classroom.

• Display posters and pictures that demonstrate diversity in families.

• Gift wrap two small boxes, one attractively wrapped and the other unattractively wrapped. Place dirt in the attractive package. Place candy in the unattractive package. Allow the students to select only one to open. Invariably, when the class votes, most students will choose the attractive gift. When the gift with the candy is opened, leave it on the table, untouched, all day.

• Display pictures of the elderly performing non-stereotypical roles.

• Bring in two sets of your own clothing—one pretty, one ragged. Ask, who would wear set A? Set B? In the course of the day, alternately don each set of clothing. Ask if you have changed as a person because your clothes have changed.

• Read *Green Eggs and Ham*. Discuss prejudice as the act of prejudging before you have all the information. What other foods cause us to show our prejudice? In what other ways do we show our prejudice?

• Publish your own class books that parallel some of the multicultural books you are using.

• Make a "Measuring Mary" yardstick. Mary was a girl who believed she was very good—so good she would not play with children who were not as good as she. Soon she had no one to play with because all other children were "too dumb," "too slow," "too short," "too tall," or "too something." Discuss the consequences.

• Lower the sound on the television to see what it might be like to be deaf. Or, teach a lesson while intentionally speaking in a voice too quiet to be heard.

• Plant a tree in the school yard.

• Have your class clean up the playground once a week.

• Buy an acre of rain forest or adopt an endangered animal (*e.g.*, manatee, wolf, or whale).

• Adopt a tree in the school yard and care for it. Learn about its scars. Observe it changing through the seasons.

• Make a mini-landfill and later dig it up to see what is biodegradable and what is not. Discuss the implications.

• Keep a worm farm in the classroom and/or study helpful insects. How are species interdependent upon each other?

• Learn the names of colors, numbers, days of the week, *etc.*, in different languages and in sign language. ◆

For additional ideas and activities, teachers may want to consider "A World of Difference," sponsored by the Anti-Defamation League of B'nai B'rith, "Teaching Conflict Resolution Through Children's Literature" by William Kreidler, and "Teacher They Called Me a _____!" by Deborah Byrnes.

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INTERNET Tools and Applications for Teaching for a Global Perspective

Howard E. Taylor, Rebecca S. Bowers, and S. Rex Morrow

What Is the Internet?

The Internet connects computers worldwide in one huge network. Computer users access this network through telephone data lines, interacting with other people by sending and receiving information. Electronic mail (e-mail), the World Wide Web (WWW), telnet, and gopher are some of the most significant and frequently used components of the Internet. Using e-mail, individuals with similar interests are able to send and receive messages through news groups, electronic bulletin boards, and distribution lists. Electronic bulletin boards contain messages posted for other users to read. Distribution lists contain e-mail addresses for a group that can be used by individuals to communicate with all persons in that group.

Telnet enables users from a remote site to access information. File transfer protocol systems (FTPs) can be used to download files from a computer in a different location. Some FTPs require a password that users can acquire through a subscription service or other arrangements (Peha 1995).

The World Wide Web (WWW), one of the most familiar and most frequently used Internet resources, is recognized by its Web sites, which are identified and reached by uniform resource locators (URLs). A URL is simply an address, such as http://www.odu.edu. Individuals and organizations, such as schools, universities, and museums, may construct Web sites to post information in text, graphic, sound, and video.

Why Use the Internet in Global Education?

There are a number of compelling reasons to make the Internet a part of global curricula. First, the increasing use of technology in nearly every aspect of society mandates that teaching and learning include instructional technology (Northrup & Little 1996). Hands-on classroom experience with technology applications such as the Internet gives students basic skills and knowledge necessary for instructional, personal, professional, and civic productivity. Second, the Internet gives teachers and students access to the most up-to-date information needed to assume leadership in the areas of international trade, conflict management, and democratic reform. Third, Internet resources can improve the teaching and learning dynamic, especially when they are combined with problem-solving activities. Fourth, the Internet helps teachers make concrete many of the concepts associated with global education that otherwise might be elusive. For example, through cross-cultural conversations and project exchanges with electronic pen pals in other countries, students can actively experience the awesome reality of global interdependence.

Furthermore, through continual interaction with other cultures on the Internet, students develop perspectives-consciousness, recognize multiple perspectives, and begin to understand global systems. Finally, and most importantly, through cross-cultural interaction on the

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Internet, teachers and students may succeed in weakening the walls of ignorance, intolerance, and fear between cultures and countries that increasingly threaten global security. Ultimately, use of the Internet enhances students' basic knowledge of the world, provides a true-to-life context for studying and addressing global issues, offers interactive opportunities for development of a personal value system that reflects a global perspective; and fosters evaluative and analytic skills necessary for effective decision-making.

WHAT ARE THE EDUCATIONAL BENEFITS?

The following characteristics of the Internet can benefit classroom instruction:

- The Internet is interactive, enabling active involvement rather than a passive approach to learning.
- The Internet illustrates innumerable concepts in the form of photographs, drawings, and graphics, as stills and videos.
- Use of the Internet builds problem-solving and decision-making skills through collaboration within a classroom or among students at various sites.
- The Internet provides teachers with resources to meet a variety of student learning styles and interests (Hatfield 1996).

ADDITIONAL BENEFITS OF INTERNET USE INCLUDE:

- Increased student perceptual and interpretational abilities.
- Cross-cultural awareness and perspective consciousness (Hatfield 1996).
- Improved academic skills when the Internet is integrated into particular subject area content (Andres 1991).
- Increased student interest in writing as a result of written work sent to peers or experts (Andres 1991).
- Increased student consideration of global concerns (Andres 1991).
- Increased professional development for teachers through the use of e-mail, news groups, and bulletin boards to consult with experts and share ideas and resources with colleagues (Andres 1991).

AVOIDING PITFALLS ASSOCIATED WITH THE INTERNET

Teachers should be aware of the following common concerns when integrating the Internet into classroom instruction:

- student access to inappropriate information;
- technical problems that may delay planned activities;
- inaccessibility of Web sites at particular times;
- wasted instructional time as students search for information; and
- students off-task.

Following are suggestions to help teachers avoid these concerns:

- Provide students with specific expectations and objectives for the work to be completed on the Internet.
- Review Internet sites your students will use to know in advance the type of resources available.
- Ensure enough time for students to complete assignments.
- If other groups or experts are to be involved, confirm their commitment and the specific time allocated for the activity.

To avoid access problems and sluggish Internet traffic, use a software product like "Web Whacker" to download the text, graphics, and multiple links of Web sites. This may seem time-consuming, but once you have captured and saved a site, you can retrieve it just as you would any word processing file. Additionally, the images and text you have captured and saved will appear just as they do online without the time delay. Teachers can distribute diskettes containing specific Web sites already captured and prevent wasted time for Net "surfing." To avoid student access to inappropriate material, be sure to secure written parental permission for students to "surf the Net."

WHERE TO GO NOW?

A number of Web sites offer a range of resources for teaching global understanding. The growing enormity of the World Wide Web, however, can be intimidating to teachers with limited training on its use in the classroom. Following is an annotated list of sites to get you started.

ANNOTATED DIRECTORY OF WORLD WIDE WEB SITES FOR TEACHING FOR GLOBAL UNDERSTANDING

Note: Be sure to update Bookmark Addresses frequently.

1. GLOBAL SCHOOLNET

http://www.gsn.org/

This site provides tips for using telecommunications in the classroom, including keys to successful telecomputing and benefits to be gained from using telecomputing in the classroom. Additionally, Global SchoolNet provides teachers the opportunity to share ideas and discuss common strategies and concerns via e-mail. Students may apply computer skills through interactive learning experiences, including "Where in the World is Roger?" an activity for learning about other cultures while enhancing geography skills. Students, teachers, and schools can interact with others around the world through the "Global Schoolhouse Community" network.

2. GLOBAL STUDIES GROUP

http://www.ilt.columbia.edu/k12/livetext-nf/global.html

This Web site includes general information and resources on world history and global studies. Information and resources teachers and students may want to access include examples of student work, curriculum materials, student exhibits, and data pertaining to

indigenous peoples and issues and organizations.

3. GLOBAL EDUCATION IN NORTH YORK

http://nybe.interlog.com/departmental_sites_folder/curriculum_folder/globaled_folder/globaled_home.html

This is the site Frederick Risinger (1996), Instructional Technology editor for *Social Education*, claims is the "best school-based site for global education." This site (provided by the North York Board of Education, North York, Ontario, Canada) is an excellent site for principals and teachers interested in initiating global educational reform. The North York Board of Education provides a global education vision statement, an action plan for teaching for a global perspective, outcomes to be achieved, and examples of global education activities.

4. WORLD WISE SCHOOLS

http://www.peacecorps.gov/www/dp/wws1.html

This is one of the best sites global educators will find. World Wise Schools is a global education program presented by the Peace Corps that taps the overseas experience of currently serving and returned Peace Corps volunteers for teaching about world geography and culture. Specifically, the goals of the World Wise Schools Program are to: (1) encourage the study of geography; (2) promote cultural understanding; and (3) help youth recognize the importance of volunteer service. To attain these goals, World Wise Schools offers teachers access to videos, speakers, lesson plans, study guides, teaching activities, interviews with Peace Corps volunteers, a "Women of the World Photo Gallery," "Letters from the Field," and a map collection.

5. INTERCULTURAL E-MAIL CLASSROOM

http://www.stolaf.edu/network/iecc/

St. Olaf College provides the IECC (Intercultural E-Mail Classroom Connections) mailing list to help teachers and students link with partners in other countries and cultures through e-mail classroom pen-pal and project exchanges.

6. AMERICAN FIDELITY'S EDUCATION WORLD

http://www.education-world.com/sitemap.html

This site connects teachers to thousands of lesson plans (*e.g.*, AskERIC Lesson Plans, Big Sky Lesson Plans, Great Collaborative Lesson Archive, Index of Resources for K-12, Armadillo lesson plans, Online, and Educator Weekly). Again, though the links provided do not focus on global education, most of them offer resources that could easily be adapted for global classroom instruction.

7. WORLDWIDE ECONOMIC RESOURCES

http://sosig.esrc.bris.ac.uk/Subjects/worldbased.html

This home page is provided by the Social Science Information Gateway (SOSIG). All of the resources connected by the SOSIG are described, classified and entered according to the following menu items: Search SOSIG, Worldwide Social Science Resources, UK-based Social Science Resources, Latest Additions to SOSIG, Add a New Resource, Documentation and Training Materials, SOSIG Contacts, Background Information on SOSIG. By selecting "Worldwide Social Science Resources," teachers have access to a variety of topics relevant to curriculum and instruction including global education (*e.g.*, Anthropology, Demography, Development Studies, Disability Issues, Economics Education, Environmental Issues, Geography, Government, International Relations, Law, Politics, and Economics).

8. INSTITUTE OF LATIN AMERICAN STUDIES AT THE UNIVERSITY OF TEXAS AT AUSTIN

http://lanic.utexas.edu//

This is an excellent site for teachers focusing on Latin American area studies. Accessing this site, teachers and students can tap into a whole new world of resources on any Latin American country, including museum guides, economic information and documents, demographic information from the CIA *World Factbook*, news and publications, travel and tourism information, and Internet resources.

9. VOSE EDUCATIONAL RESOURCES PAGE/"SOCIAL STUDIES RESOURCES"

http://www.teleport.com/~vincer/social.html#social

Created to introduce students and teachers to the Internet, this source has received the Magellan 3-Star Site Award, the Top 5% of All Web Sites Award, and the Main Street Earth Magna Award. It is one of the most comprehensive and teacher-friendly sources on the Web. Information and resources teachers and students can access for developing global understanding include: United Nations information, images of world flags, country-specific information, environmental voting records of Members of Congress, the National Museum of the American Indian, world maps, and the National Geographic Society online.

10. SOCIAL STUDIES SOURCES

http://education.indiana.edu/~sociast/

Though global education is not just a "social studies thing," this social studies site provides innumerable sites for teachers of history, geography, politics and government, and other social sciences for teaching for a global perspective. In addition to providing teachers access to many additional social studies pages (*e.g.*, the Directory of Internet Resources for Social Studies Education, Using the Internet for Teaching History in K-12 Schools, and the History/Social

Studies Web Site for K-12 Teachers), the Social Studies Sources site provides access to a variety of sources including topics such as: professional development, e-mail discussion groups, classroom projects, new sites on the Internet (*e.g.*, National History Day Online, the National Center for History in the Schools, Big Sky Social Studies Lesson Plans and A Social Studies Software Guide). Particular items teachers will want to access for teaching global education include: geography/culture, world history, news sources, cultural diversity, and peace and conflict.

11. AskERIC VIRTUAL LIBRARY

http://ericir.sunsite.syr.edu/Virtual/

A Web Directory would not be complete without AskERIC. This site offers teachers access to AskERIC Lesson Plans, special projects, education listserv archives, television companion materials, and professional and commercial announcements. Though none of the links are identified specifically as sources for teaching for global understanding, educators are sure to find a plethora of resources for global instruction by ferreting through the different sections.

12. THE AFRICAN STUDIES WWW

http://www.sas.upenn.edu/African_Studies/K-12/menu_EduBBS.html

The African Studies site is an excellent resource for teaching perspectives consciousness, global historic interdependence, and cross-cultural awareness. The African Studies WWW site connects teachers to a variety of sources that can enhance teaching about African and African-American Studies. Resources include K-12 African Studies teaching Resources (*e.g.*, African curriculum materials, sample lesson plans, library resources, film reviews, and model lessons); information on African festivals in American schools; numerous K-12 resources on the Internet; articles, papers, and abstracts; folk and fairy tales from around the world; handouts for the classroom; and a K-12 schools Internet registry for South Africa.

13. AFRICAN-AMERICAN RESOURCES

http://www.sas.upenn.edu/African_Studies/K-12/menu_EduAFAM.html

This is another site that connects teachers to a variety of resources for teaching about Africa and African Americans including: African and African-American Resources, African-American Studies, the African-American Mosaic, historic speeches and interviews, events and people in Black history, the WWW Virtual Library: African Studies, and Black/African information sites.

14. HISTORY/SOCIAL STUDIES WEB SITE FOR K-12 TEACHERS

http://www.execpc.com/~dboals/boals.html

This home page provides teachers access to documents, links, and text files on a variety of topics for teaching global education. Teachers can select from topics including: archaeology, diversity sources, electronic texts, books and magazines, genealogy, geography, economics, government, history, non-Western history, European history, American history, humanities/art, K-12 resources, news and current events, and resources for parents.

15. DIRECTORY OF INTERNET RESOURCES FOR SOCIAL STUDIES EDUCATION

http://www.indiana.edu/~ssdc/internet.html

This directory is provided by the ERIC Clearinghouse for Social Studies/Social Science Education of the Social Studies Development Center, Indiana University. It maintains links to the U.S. Department of Education, university schools of education, employment sources, and the National Council for the Social Studies, in addition to a variety of sources for lesson plans and content materials on a range of topics including: government, economics, history, multicultural education, the arts, geography, and African Studies. ◆

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Many of these resources are distributed through the Social Studies School Service and can be ordered by calling 1-800-421-4246.

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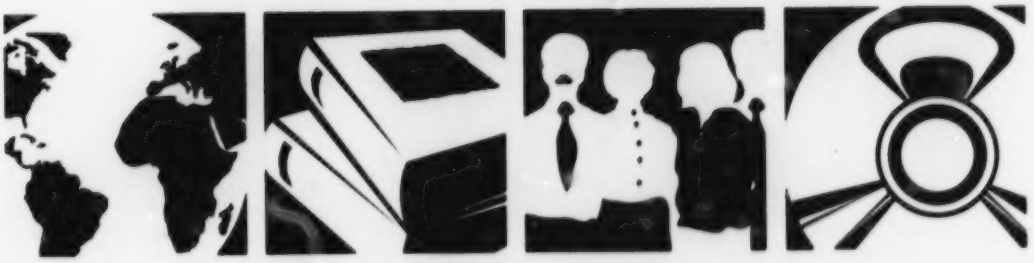

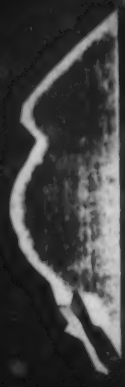

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